Members Present: Vice President Bansal, Dr. Buchanan, Vice President Dimkova, Mr. Foley, Vice President Gabriel, Vice President Gary, Dr. Leidig, Dr. Ramsammy, Vice President Sachs, Dr. Saperstone, Executive Vice President Schiavelli and President Templin.

Guests: Dr. Keri Bowman, Director, GPS Program, Ms. Ruthe Brown, Director of Dual Enrollment, Ms. Shelli Jarvis, Director of Human Resources, Dr. Sheri Robertson, Associate Vice President for Academic and Student Services and Dr. Michael Turner, Dean of Students, for Dr. Hill.

Dr. Templin reminded Council members about the upcoming State Board meeting and that a group of Annandale student musicians would be performing at the reception. He restated several themes for the meeting: Northern Virginia is the economic engine for the entire region and when NOVA does well, the state benefits; NOVA is asking for consideration and understanding about the tuition differential; and finally, that NOVA salaries are considerably behind others in the region.

Access

- **Spring Enrollment:** Dr. Gabriel stated enrollment grew by .4 percent in comparison with the same time period last year and, by the end of the semester, enrollment should increase with the addition of dual enrollment numbers. NOVA was the only community college in the VCCS system that did not experience an enrollment decrease. NOVA data also showed that 4,600 students who registered for one or more courses dropped. OIR randomly selected 400 students to find out why they were dropped, and will factor those issues into the equation for fall semester.

Student Success

Dr. Gabriel gave a brief introduction to the Goals, Plans, and Strategies for the GPS presentation and the goal of getting recent high school graduates class-ready and enrolled in credit courses through the new advising process. Through the new plan, it is expected that inroads will be made and retention rates increased.

- **GPS for Success Planning Report:** Dr. Bowman, Director of the GPS program, explained the objectives of the quality enhancement plan/QEP to provide a consistent and comprehensive advising experience to recent first-time college students.
  
  Outcomes for first time college students will include:
  - Developing an academic goal.
  - Selecting a program of study aligned with academic goals.
  - Identifying their faculty advisor.
  - Developing a semester-by-semester academic plan.
  - Learning academic self-evaluation and applying that knowledge toward goals.
Dr. Bowman made clear that the new CRM software system will facilitate good communication between Advising specialists, faculty and students, and will provide a mechanism for continuous student tracking. The class-ready process will include high school outreach efforts, NSO and SOAR sessions where students will be assigned and meet with an Advising Specialist and then assigned a Faculty Advisor for specific program advising. Each campus will have Faculty Advising Managers/FAMs who will serve as support systems and advocates for the Faculty Advisors.

Dr. Gabriel indicated that the coming year would be a time to see if the currently configured plan brings expected results and to make the necessary adjustments. When student success coordinators begin the process, they will monitor and track the student cohort at different stages.

- **Draft Charge to the Student Success Task Force:** Dr. Templin distributed the OIR draft report and asked that Council members look at the charge to the Taskforce and the timelines and come back to the table for further discussion. The Student Success Taskforce is charged with the following:
  - Targeting a segment of student population.
  - Determining the maximum capacity needed.
  - Determining the needed resources.
  - Mapping the intake process and milestones.
  - Defining roles of critical players and potential transition “hand offs.”
  - Determining how the model can be scaled to the full target population within the resources.

**Dual Enrollment**

Ms. Brown presented the current progress of NOVA’s Dual Enrollment/DE program and distributed the Annual Campus Report for Contract Dual Enrollment. The scope of activity includes 6 campuses, 8 public school districts plus one private high school and one vocational school, 28 high schools, 87 teachers, 252 course sections and enrollment of 1,840 students in 10,611 credits, with an average of 6 credits per student. The proposed staffing will be modeled after the Pathway to the Baccalaureate and SySTEMic Solutions, with a DE coordinator for each specific region to help implement all DE activities within the assigned regions.

Dr. Leidig explained the opportunities and the challenges which focus on building an integrated marketing strategy, funding issues, affordable tuition, teacher training, and expanding the use of online and hybrid courses. The goal is that once the agreements are in place, NOVA will look to the school systems to pay tuition, and develop a strategy to use their teachers. In the academy model, students take a block of courses at the high school campus but typically before or after the high school class day and on a schedule that more closely mirrors on-campus courses. In order to take advantage of the opportunities for future growth in dual enrollment, it was proposed that two staff be added next year, one the following year, and the final staff member the year after that, providing that additional staffing is warranted by program growth.

Dr. Templin voiced the limiting factor of sufficiently credentialed high school teachers and the need to map out a strategy, being conscious of costs. He asked Council members to think about
and make a decision at the next Council meeting on whether the program should start now or be held up for a June budget item. He also asked Dr. Leidig to work with Ms. Brown to develop dual enrollment targets by campus for the next two years. He thanked Ms. Brown and Dr. Leidig for their comprehensive presentation.

**Faculty Diversity Update**

Ms. Jarvis briefed Council members on the numbers of full-time and adjunct faculty being hired for the coming year and the need to ensure that diversity is maintained. Dr. Templin asked for a discussion on the issue at the next council meeting with data from both HR and OIR. Dr. Schiavelli and Ms. Jarvis will meet with Provosts and Academic Deans on faculty recruiting to look at progress made by department and campus.

**Adjunct Load Guidelines for 2013-2014**

The guideline will be 8 credit hours for the summer for adjunct faculty, with no overloads. For Fall, the guidance for adjunct teaching is a 9-credit hour limit. Dr. Templin asked Mr. Bansal and Ms. Jarvis to develop some employee options in order not to go over the allotted credit hours.

Dr. Templin said it is likely that the VCCS will need thousands of adjunct faculty and a plan so that potential students will not be turned away from the college of their choice. The current setting could also create an opportunity with ELI, to look for a cadre of employees to provide NOVA with sufficient instructors. He asked Drs. Sachs and Lerner to look into recruiting adjuncts and associate instructors, looking disproportionately at out-of-state employees and aiming at high-enrolled courses. He recapped the multiple dimensions and the strategies possible for creating capacity. Dr. Templin asked Ms. Dimkova and Dr. Sachs to look at the economic model differences between adjunct faculty and associate instructors.

**Summer Structured Advising & AD/PH Compensation**

Dr. Templin stated that he would look at the base budget, confer with Ms. Dimkova, and produce a report for the Provosts to look at as part of the budget process.

**Curriculum Committee Recommendations:**

Dr. Robertson presented the following items previously reviewed and approved by the Curriculum Committee at its January 31 meeting, for Administrative Council approval:

**Revise Accounting AAS Curriculum**

In response to the Chancellor's challenge to reduce the number of credits required for graduation, Accounting Cluster Chair Mr. James Gale (ACC, AL), requested approval for the three-credit Social Science elective to be removed as a requirement of the Accounting AAS curriculum. This course was chosen in consultation with the Accounting Advisory Committee because the program requires ECO 120 Survey of Economics, which also is a Social Science course. Removal of the elective will reduce the total number of credits from 69 to 66.
Revise Automotive Maintenance & Light Repair Career Studies Certificate Curriculum
The Automotive faculty proposed several revisions to the Automotive Maintenance and Light Repair career studies certificate curriculum. Approved by the Automotive Cluster, the deans, and the Automotive Advisory Committee, the changes will promote graduation and facilitate dual enrollment. The revisions are designed to provide students with 20 college credits applicable to the Automotive Technology AAS degree and to provide the basis for students to begin working in the automotive field as apprentices. The following changes are recommended:

- **Delete ENG 111 College Composition I or ENG 131 Technical Report Writing I (3 cr)**. English is no longer a requirement for career studies certificates. Most automotive employers will not pay for the English course. Many students complete all the automotive courses but do not take English and so do not graduate. In addition, in the spirit of HB 1184, the faculty are trying to make this career studies certificate available to dual enrollment students, but few of the dual enrollment students who take AUT courses are prepared to succeed in ENG 111. The Curriculum Committee discussed this point at length and decided that, although English is important for all students, helping them attain the career studies certificate is an important milestone that will encourage students to continue their education.

- **Replace AUT 236 Automotive Climate Control (4 cr) with AUT 111 Automotive Engines I (4 cr)** to better provide general maintenance information to the students. In addition, AUT 111 is available to dual enrolled students, while AUT 236 is not available to many students taking dual enrollment courses in the high schools because schools lack the required facilities.

- **Add AUT 130 Introduction to Auto Mechanics (3 cr)**. The faculty plan to add AUT 130 Introduction to Auto Mechanics to this and all other automotive programs in place of AUT 100 Introduction to Automotive Shop Practices. AUT 130 provides the same information as AUT 100 but adds laboratory hours to provide hands on experience.

- **Add AUT 285 Automotive Service and Practical Applications Capstone (4 cr)** as an "or" to the existing AUT 266 Automotive Alignment, Suspension and Steering (4 cr). This will allow students who are already working in the industry to take an optional course when additional training is not required.

- **Add SDV 100 College Success Skills (1 cr)**. SDV 100 is required for all students taking more than 16 credits. This was in effect a hidden requirement.

Proposed AUT Course in Hybrid Electric Vehicle Technology
The Automotive faculty, their deans, and their advisory committee recommended the creation of a 200-level Hybrid Electric Vehicle Technology course which will keep NOVA's automotive students current on the latest automotive technology and will make the students more marketable when seeking employment in the automotive field. The proposed course will include more comprehensive coverage of safety, theory, diagnostics, and repair procedures. Moreover, this new course will include some topics covered in AUT 245 Automotive Electronics, giving students the opportunity to substitute the Hybrid Electric Vehicle Technology course for the Automotive Electronics course. Faculty at J. Sargeant Reynolds Community College support the development of this course.
Proposed CST Course in Introduction to Communication Theory
The Communication Studies and Theatre faculty proposed a new course, Introduction to Communication Theory. This course was developed at the request of the Communication Department at George Mason University, where a similar course (COMM 200) serves as a gateway prerequisite for students seeking to major or minor in Communication Studies. Currently, our transfer students may experience a delay in taking upper division courses because they have not yet taken the required theory course prerequisite. The proposed course will allow students to fill this curricular gap prior to their transfer; this in turn will allow them to take an elective of their choice after they transfer. If approved, the course will be offered initially in an online format, and if there are sufficient enrollments, the course also will be offered in the traditional classroom setting.

New General Education Elective Category and Two New General Education Courses
The Council for General Education recommended the addition of two courses to the list of approved general education electives. The Council also recommends creation of a new category within the list of General Education courses.

- **Adding BIO 150 Introductory Microbiology to the “Physical and Life Sciences/Mathematics” category of General Education Electives.** This recommendation is based upon the mapping of course objectives and topics to the College’s General Education Goals. Adding the course to this category will allow students to use it to meet the “Physical or Life Sciences Elective with Lab” requirement in any programs with such an elective.

- **Creating a new category of General Education Electives.** After much discussion, the Council recommends calling this category “Other General Education Electives.” The statement following the heading would say, “These courses may be used as general education electives, but not to meet requirements for the categories listed above.” The new category broadens the choices available to students placed in programs that require “General education electives” to include courses that transfer well and that meet our definition of general education, but do not fit into the specific categories. Examples include applied music and painting courses.

Adding ENV 136 Survey of Environmental Concerns to the “Other General Education Electives” category. ENV 136 focuses on the scientific and policy concepts that are involved in current environmental issues and transfers to other colleges including George Mason University. It is not a lab science, so it does not fit in the “Physical and Life Sciences/Mathematics” category.

- **The Administrative Council approved all of the requests for course changes.**

**Tracking**
- Financial Aid – March 26
- Student Success Coordinators – March 26
- Student Satisfaction Survey Results Discussion – March 26
- Work Group Report: Understanding Budgets – April 2
- Military/Veterans Report – April 9
- Advising Specialists – April 9
- NOVA First Campaign – April 9
- Marketing Plan for ELI – April 9
- SENSE Results
- SySTEMic Solutions
- Workplace Violence Prevention & Threat Assessment Policy Guidelines
- AD/PH Release Time Work Group